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in the light of the work required to attain them. The extreme differences in the prescribed requirements for a given degree show in a striking manner the variety of standards existing in American colleges and universities. The report also emphasizes the problem of nomenclature of degrees. This is illustrated by the fact that the four-year curricula in the fifty-six schools or colleges of education lead to at least six different degrees, all signifying a similar course of study. The bulletin is worth careful study by all school administrators.

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*An elementary textbook in American history.*—The companion volume to *The History of the American People*, by Bagley and Beard, has appeared as the first book<sup>1</sup> of a series of texts in the field of elementary American history. The volume is complete in itself although it is the first of a series, and it embodies much material not found in the traditional texts in this field.

Histories for the intermediate grades have usually followed the plan either of condensing a more advanced book into briefer form or of casting the history in the form of a series of biographies. This book, written for children at or about the fifth-grade level, exemplifies a wholesome tendency in another direction. Three devices were used in writing the text. First, the authors attached a simple unifying problem or project to the characters and events of each chapter. The projects collectively form an outline of the chief features of American history. The second device used by the authors was to employ the biographical method freely without permitting it to restrict the narrative to a chronicle of the lives of men alone, or to obscure the larger movements of American history. In the third place, the authors give a connected account of the rise and growth of the American people by using sufficient narrative to accomplish the desired result.

In the matter of organization, nearly one-third of the book is devoted to the past half-century, while one finds all of the chapters to be of co-ordinate rank. Under pedagogical aids are included exercises and problems for further study and reference. Constant reference is made to the bold outline of American history which, when coupled with a simple discussion, emphasizing a few large topics encourages positive and systematic classroom procedure.

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*New civics text.*—The obvious trend of educational adjustments of recent years has been toward making the school contribute to the preparation of the child for adequately functioning in social activities. With the increase in numbers and the highly complex kind of social life resulting therefrom, it has become more and more evident that no educational process would be complete which did not succeed in developing abilities to understand and participate in all of those multifarious activities whose effective discharge

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<sup>1</sup> CHARLES A. BEARD and WILLIAM C. BAGLEY, *A First Book in American History*. New York: Macmillan Co., 1920. Pp. xiv+460.

characterizes a good citizen. Socialized activities have, therefore, become a conspicuous element in the numerous kinds of experiences offered by the schools.

In this movement Mr. Dunn has had a conspicuous part. His recent book<sup>1</sup> carries the idea forward by a series of well-selected topics whose purposes as stated by him are:

1. The demonstration to the young citizen, by reference to his own observation and experience, of the meaning of his community life (local and national), and of government in its relation to that life.

2. The cultivation of certain habits, ideals, and attitudes essential to effective participation in that life through government and otherwise.

The scope of the book may be indicated by stating the topics of some of the principal chapters: "Our Common Purposes in Community Life," "How We Depend Upon One Another," "The Need for Co-operation," "Education," "How We Govern Ourselves," "Our Local Governments," "Our State Governments," and "Our National Governments."

The subject-matter is well written and well illustrated. At the end of each chapter is given a list of projects by way of investigation and report, together with a selected list of references from which selections may be made as a basis for further study. The contention of the author that the omission of the projects serves only to vitiate the purpose of the whole book seems rational, as it is through them that he hopes to stimulate the pupil to a realization of the truth of the principles laid down in the text. In the hands of a thoughtful teacher the subject-matter could be made to correlate in excellent fashion with history, and even with geography, while the reports in connection with the projects might well become the basis for stimulating oral and written composition.

The book is designed for use in the seventh and eighth grades or the first year of the high school. It deserves wide use.

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*English in the higher grades.*—To develop an effective use of the mother tongue, both written and spoken, is rightly regarded as one of the prime functions of the school. Not so long ago the quite universal method employed to do this consisted of a prolonged and tedious analysis of the language as exemplified in chosen selections, frequently beyond the understanding of the student, accompanied by diagramming, parsing, and other devices of unpleasant memory, all in the hope that the knowledge of the science of language thus taken on would carry over and enable pupils to write and speak in better form. The method failed, and must always fail, because it does not proceed under the impulse supplied by the daily interests of the pupils in the things which their home and school life incite them to undertake.

<sup>1</sup> ARTHUR W. DUNN, *Community Civics*. New York: D. C. Heath & Co., 1920. Pp. iii+507.